

# Stages of Engagement Needs Analysis

## RATIONALE

- Policy drivers
- Targets
- Increase project impact
- What's possible?

### **Outputs:**

- Clear rationale
- Vision of what's possible

## RESEARCH AND AUDIT

- Community Audit and Research (including 5 possibilities of participation model)
- What are other professionals doing? Who shares goals/ targets/ indicators with us?

### **Outputs:**

- Map of possibilities
- Benchmarked start point of participation
- Stakeholders/ partners matrix
- Knowledge about the context within which your programme exists

## STAKEHOLDER CONSULTATION

- What do people want? (opportunities)
- What would be an effective way of incentivising?
- Where are people at in the engagement to action model?
- What are the issues?
- What are the general and demographic specific barriers?

### **Outputs:**

- Evidence of community involvement
- Research to inform strategy
- Community engagement!
- Input to local specific training needs analysis

# Engagement Planning Process

## STRATEGIC PLAN

- High level goals and targets
- Evaluation framework established
- "Common- Unity" Statement
- Input from Engagement Needs Analysis

## TACTICAL PLAN

- Capacity building (knowledge, skills, attitudes)
- Opportunity creation
- Partner engagement
- Identify Barriers / Challenges and develop ways of overcoming

### CHECK LIST:

- **Multi-stranded**
- **Imaginative**
- **Big WIIFM**
- **Positive**
- **Partnership based**
- **Area/demographic specific**

## OPERATIONAL PLAN

- Who
- What
- Where
- Why
- When



# Community Participation

## WHAT I DO

## WHAT I NEED

### REACTIVE

I report issues to the appropriate person.

To know who to report things to or to have one point of contact.

### RESPONSIVE

I attend community meetings, fill in questionnaires etc. I am willing to make myself available to give my opinion.

- To know what is going on;
- To be asked & encouraged;
- To know that what I say makes a difference.

### PROACTIVE

I am already responsive but get more involved through seeking out opportunities on a policy level.

- To know how to get involved and what opportunities exist;
- To be appreciated and also to have someone who will stop me overcommitting.

### SUPPORTIVE

I get involved through doing. I volunteer within existing frameworks and opportunities.

- To know what I could be involved in;
- Training and worthwhile activity to be part of.

### GENERATIVE

I see that something is missing from current provision. I want to (or have) set up my own community project.

Support from a practical perspective especially in the areas I'm not good at or don't know about.

# Example Training Needs Analysis for Community Engagement

## SKILLS

- Communicate powerfully and effectively with a wide range of people across potential divides of race, culture, class, professional backgrounds etc;
- Create excitement about community engagement as a concept - both internally within their organisation and externally in the community;
- Able to resolve conflicts between individuals and groups;
- Able to clearly understand and articulate their own views and to ensure that their own views do not negatively influence their decision making;
- Able to broker effective relationships and agreements;
- Able to prioritise and balance conflicting priorities.

## KNOWLEDGE

- Awareness of key policy drivers for community engagement;
- A knowledge (ie a model) of best practice in community engagement, including an understanding of different types of participation;
- A knowledge of the roles and responsibilities of all the Local Strategic Partners;
- Clear on all relevant local policies and plans.

## ATTITUDES

- Passionate about the concept and possibilities of community engagement;
- Have a 'can do' attitude that enables them to be resilient and resourceful, able to overcome difficulties and manage complexity and inevitable set backs;
- Deep belief in equality of opportunity; accepting of differences;
- Committed to team and partnership working.



# Engagement to Action Model

|   | CAR PARK   | RECEPTION   | CHANGING ROOM   | TRAINING GROUND  | PITCH  |
|---|--|---|---|--|--|
| Stage indicators                                  | Disinterested or unaware.<br>Interested in other things not specific to the engagement.  | Aware of the opportunity.<br>Deeper level of interest; asking questions to find out more. Starting to ask practical questions such as "how much time will it take". | People have made a choice to engage, in whichever way is realistic for them and are clear about what is required of them.   | This is their choice in action. They are engaged in the training / preparation process.  | People actively participating at the level they committed to.          |
| Overview  | This is where there is no real interest or commitment. People are not aware of the opportunity.  | More interested and starting to realise that there may be an opportunity for them.  | The practical reality of taking part and a clear choice to engage.  | Participants receive training to enable them to play the game effectively.   | Playing the game. In action in meaningful activity.                    |
| Intentions  | <b>Stimulate Interest</b><br>Get into relationship; stimulate sufficient interest to move through to reception.                                      | <b>Present Opportunity</b><br>Present the opportunity available for them out of engaging. Begin the preparation to move through to the changing room.               | <b>Choice</b><br>Connecting the opportunity to the practical reality ("you want to engage but are you willing to do what it takes?"). They choose and you choose. | <b>Getting Prepared</b><br>Get them match fit and ready to play. Develop skills, knowledge and attitude needed for playing the game. | <b>Effective Action</b><br>Support and help sustain positive activity. |
| Conversations                                     | General chit chat to create relationship; talk about the possibilities that might be available; try and generate interest. Show an interest in them. | Find out what would need to be in it for them in order for them to want to participate. Create a sense that this would be possible (but only if it is!).            | Clearly lay out the choice for them. What they can expect from you and what you expect of them.   | Focusing on them and their needs. Give feedback and advice. Coach and support.   | Acknowledge and coach participation. Give feedback where required.     |
| How to be   | Relaxed, informal and interested in them. Not attached to them participating.  | Enthusiastic, positive and excited about the possibility for them. Not attached to them participating.  | Clear, concise, knowledgeable and firm. Also unattached to whether or not they choose to participate.   | Encouraging and honest. Interested in having them play the very best that they can.  | Empowering and supportive. Ready to give feedback and coaching.        |
| Barriers to reaching the next stage / performance | Negative past experiences (of your organisation or of authority in general). No commitment to a shared goal; cultural factors.                       | Practical concerns such as health, child care, time etc.  | Unable / unwilling to do what it would take to participate fully.   | Overestimation of their ability to commit.   | Not enough support; insufficient commitment from the player.           |

# Engagement to Action Model

